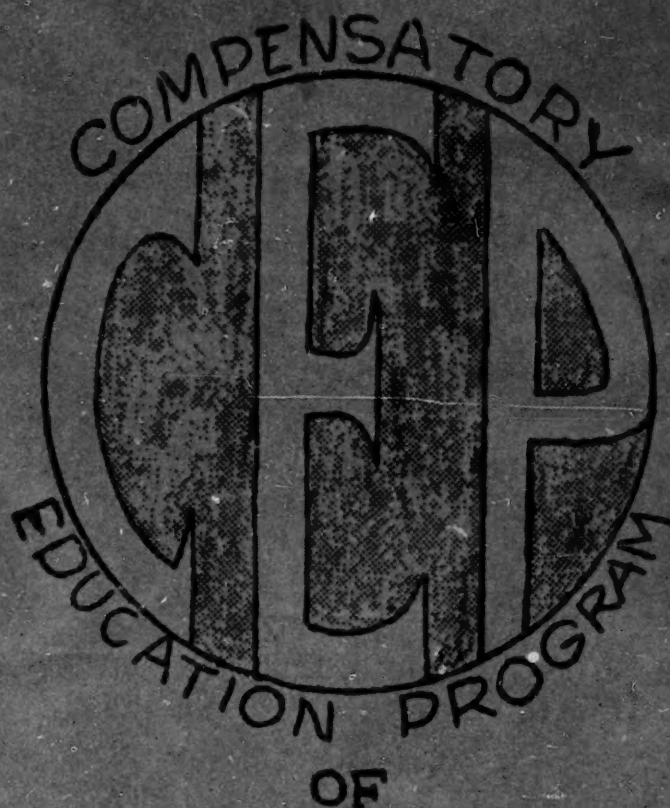


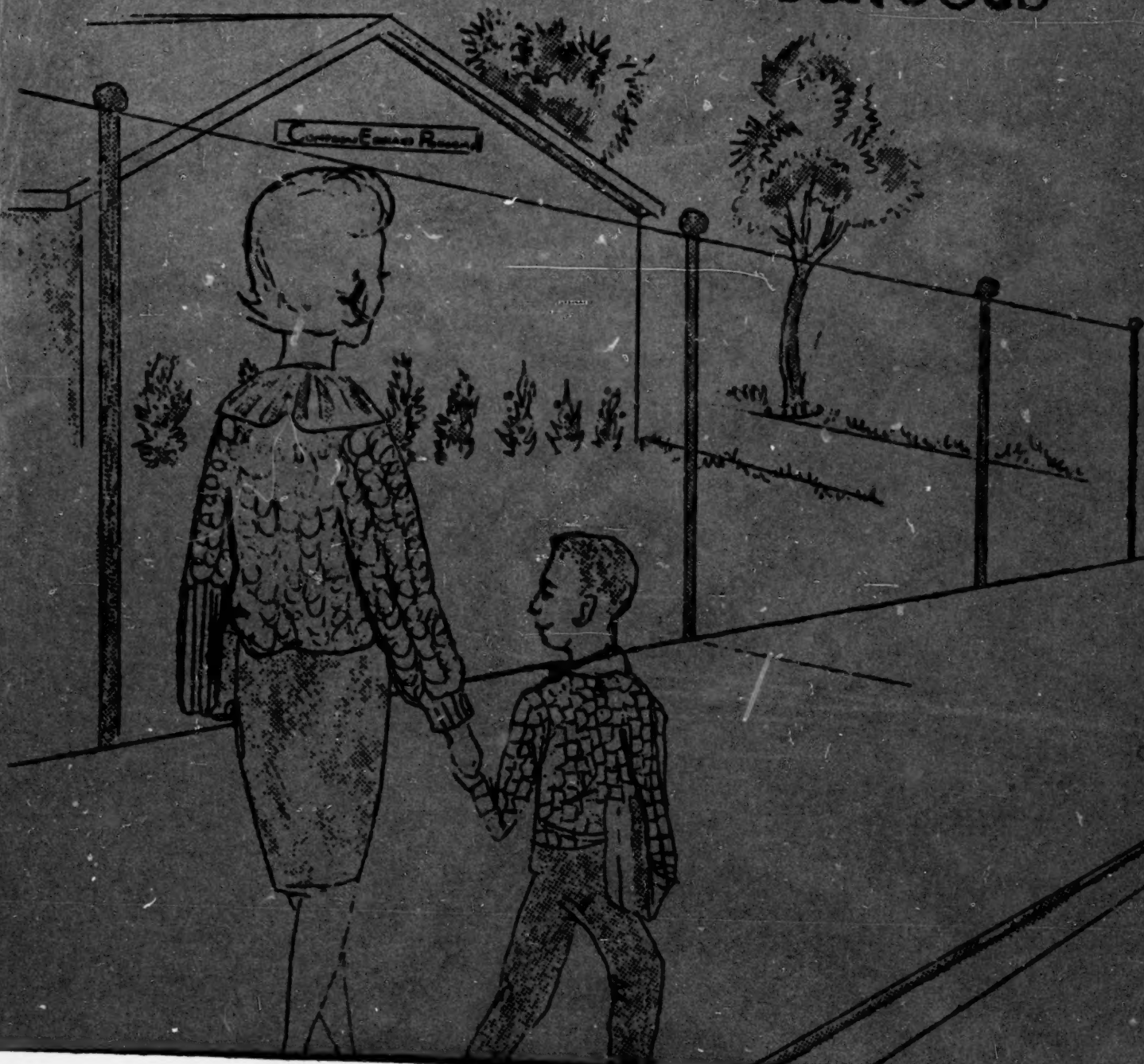
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17. ABSTRACT (MAX. 250 WORDS) West Fresno was a typical depressed urban area with housing and economic problems. Added to these were certain social frictions between the two minority groups of the areas, Negroes and Mexicans. The objectives of Fresno's pilot McAteer Project were 1) to develop an in-service program promoting teacher understanding of the culturally diverse child; 2) to organize a citizens advisory committee to help find solutions to school problems; 3) to extend socio-psychological services; 4) to establish a parent cooperative nursery providing needed experiences for pre-school children and parent education on the cultural, physical, and emotional needs of pre-school children; 5) to encourage school and parent sponsored activities for cultural enrichment, such as field trips, concerts, and speakers; 6) to provide study hall facilities and tutoring services in the evenings; 7) to extend parent education to meet the specific needs of in-migrant parents; and 8) to involve the Fresno State College and the many service organizations of the area in this effort. Evaluation included both subjective and objective data. Pre- and post-testing, and control and experimental groups were used with some programs. Parent, teacher and students noted changes in attitude, attendance, citizenship, and self-image of the underachievers. Data collected supported the idea of a pre-school. Parent education should be expanded, particularly at the pre-school level, including information on health services. Individual and group counseling was essential to a compensatory programs, as were field trips. More emphasis should be placed on reading in the primary grades. It was essential that institutions of higher learning be used to promote research, pre-service and in-service education, new techniques, and materials for the disadvantaged. Courses on the culture and background of various ethnic groups should be offered throughout the curriculum. Citizens of the community could give a helping hand to potential dropouts.							
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FRESNO CITY SCHOOLS



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*Subjective final report
of Mc Atter Project*

PILOT PROJECT
IN
COMPENSATORY EDUCATION

Final Report to the State Advisory Committee on Compensatory Education

Submitted by

Fresno City Unified School District

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Edwin C. Kratt, Superintendent

Superintendent's Coordination Staff

Erwin A. Dann, Secondary Superintendent
Lawrence E. Toddhunter, Elementary Superintendent
Robert S. Miner, In Charge of Instruction

June 4, 1965

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Compensatory EducationFresno State CollegeFresno City Schools

Board of Education
Office of the Superintendent
Business Service Division
Curriculum Service Division
Personnel Division
Instructional Materials Center
Health Service Division
Guidance and Testing Division
Adult Education Division

Community Groups

Compensatory Citizens Advisory
Committee
Fresno City Council of P.T.A.
Fresno Rotary Club
Breakfast Lions Club

Community Groups

Teamsters Union
Downtown Kiwanis
Student California Teachers
Association
Individual Citizens of Fresno

Elementary School Teachers
and PrincipalsCarver School - William R. Gillen
Principal

Mary E. Hill
Margaret R. Sims
Mary H. Conner
Virginia Z. Eaton
Eva Orozco
Helen S. Ferryman
Lily F. Lum
Sally F. Webster
Betty J. Thomas
Anna R. Bonsignore
Joanna D. Kelly
Myra J. Field
Robert J. Sampson
Rose M. Ramirez
Miyoko M. Yamane
Walter Sepetjian
Richard Corsaro
Norman R. Hollis
Norman E. McAdams
Marian E. McCabe
Bonnie J. Smith
Alfred P. Sessions

Columbia School - Quinter M. Liskey
Principal

Carol A. Norman
Elizabeth Lewellen
Edna R. Overall
Rachel Campos
Patricia Ann Petersen
Helen E. Spekker
Blanche B. Dettinger
Caroline M. Eidler
Mary Frances Awtrey
Bonnie L. Schilling
A. Bernice Lail
Mary L. Cole
Imogene F. Peters
Patricia Romano
Rita R. Bailey
Lillian Pampeian
Linda K. Peterson
Ronald A. Dangaran
Goldia R. Hensley
Carlos Gonzalez
Cornelius Unruh
Bonnie Smith
Louise Kehmeier

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Franklin School - Albert L. Pratt

Principal
 Carol Ann Karabian
 Leigh-Ann Pok
 Camelia Cross
 Virginia E. Johnson
 Elizabeth Ann Johnston
 Viola I. Polley
 Jean M. Waterman
 Margaret Ann Atkins
 Eileen N. Frazier
 Annie M. Neal
 Mary J. Pearne
 Clara C. Tombs
 Harriet J. Gettman
 Nancy J. Fitch
 Sharryl Ann Lindberg
 Olivia M. Oberti
 Carolyn E. Goff
 Jean Hays
 Vivian M. Humiston
 Ethel M. Johnson
 Frank L. Arrington
 Fumphyrey R. McBride
 Tom Nichols
 Nanette Pasquale
 Judith L. Eichmann

Kirk School - Richard L. Parker

Principal
 F. Jean Jones
 Margaret R. Sims
 Beverly B. Harris
 LaSara E. Nunez
 Elizabeth P. Simpson
 Brenda G. Freeman
 Janet Parkman
 Rebecca A. Reed
 Geraldine H. Bronsert
 Joan Droge
 W. Lois Fager
 Frances D. Boykin
 Joanne S. Willett
 Lorraine Yerxa
 Margaret Grote
 Margaret L. Raven
 Richard H. Thompson
 Boley W. Hamilton, Jr.
 Vivian S. Honaker
 Joseph D. Marcelli
 Donna J. Bolen
 Lillian C. Powell
 Bonnie Smith
 Alfred P. Sessions

Lincoln School - C. Larry Riordan

Principal
 Dorothy A. Glenn
 Elizabeth Lewellen
 Lenore I. Dobson
 Beverly M. Ensher
 Mary J. Ferguson
 Audrey J. Johnson
 Norma C. Alperin
 Jeanette Davis
 Loretta A. Del Puppo
 Shirley L. Roberts
 Charlotte J. Coffman
 Beverly J. Mecchi
 Ruby A. Spackman
 Agnes E. Sullivan
 Marion R. Nine
 Erini Papadakis
 Georgia L. Strentz

Erna Voth
 Thomas A. Gonzales
 Hycinthia L. Johnson
 Elizabeth R. Budwig
 Gary G. Garlin
 James M. Harris
 Eleanor K. Kirkbride
 Mary A. Bockoven
 Mary C. Porter
 Wayne Livingston

Teilman School - Rutherford B. Gaston

Principal
 Jeanne C. Rasmussen
 Herminia M. Soberanes
 Mary Jane Myers
 Othene Thomas
 Marcelline J. Comes
 Jane Short
 Marilyn O. Wilkinson
 Dolores M. Boline
 Boyd D. Cline
 Berg Sudjian
 Georgia Lynn Evans
 Wayne Livingston

ACKNOWLEDGEMENTS (continued)

Secondary School Teachers, Principals
Deans and Counselors

Irwin Jr. High School - William W.
 Johnston, Principal
 William J. Micka, Dean of Boys
 Helen S. Sharp, Dean of Girls
 Harry Kachadoorian, Counselor
 Thelma E. Andrews
 James H. Bartholomew
 Blanche I. Brenner
 James J. Corbo
 Jay R. East
 Ralph T. Enloe
 Sidney V. Ferrel
 M. Jule Fitzpatrick
 W. Dean Helmick
 Jake A. Helmuth
 Odell Johnson, Jr.
 Alan E. Lubic
 Ernest Marquez
 Kirkor C. Minasian
 Beatrice W. Owens
 George E. Pittman
 Nyle A. Reed
 Liselotte M. Richards
 Zella I. Ryals
 Kenneth K. Sakata
 Cecilio Saucedo
 Frances J. Schwabenland
 Richard G. Shore
 Mary P. Trull
 Earl W. Vanderburgh
 William F. Weatherly
 Paul D. Wofford
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 Howard K. Zenimura
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 Dick Frances
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 Dororhy L. Childress
 Mary C. Miller
 Herbert E. Proett

Edison High School - John Solo
 Principal
 William P. Booth, Vice-Principal
 Paul G. Chiames, Dean of Boys
 Vivian M. G. Smith, Dean of Girls
 Irene L. Sanford, Counselor
 Robert A. Wilson, Counselor
 Kay E. Barnes
 Arpeni M. Blueian
 Alfred Brown
 Marion F. Bue
 Hiram M. Ching
 Columbus S. Craig
 Willis S. Crosby
 Dorothy D. Curry
 Harry O. Dalva
 Raymond A. Davidson
 Ara DerGarabedian
 Edna L. Eisentrager
 Arthur A. Gonos
 Gary E. Gordon
 Julia B. Haro
 Norman W. Hockett
 Ivor E. Hoffman
 Carol D. Holtman
 Louis W. Jelinek
 Jiro Kimura
 Eugene E. Kingdon
 Charles D. Koch
 Dimitri G. Kostiw
 William J. Kuhn
 Sterling J. Laureano
 Mary Lou Lawrence
 Charles H. Ludeke
 Charles M. Lynes
 Jerome Marquez
 Leonard L. Masini
 Robert Mehl
 Dick L. Monroe
 Randolph W. Ostrom
 Dominic Papagni
 Billie L. Poston

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Edison High School - continued

Donald D. Prinz
Jack W. Putnam
Leslie J. Rea
Herminio C. Rios
Billy E. Robinson
Clifford Rutherford
Josephine T. Salazar
Steve Santillan
George L. Sarantos
Paul C. Shelly
Joan T. Silveira
Rose P. Silveira
Cecil J. Smith
Beverly J. Walder
David Wirsche
James H. Wolf
Imogene Zimmerman
Ruth V. Divine
Lois H. Ehrenburg
Lovie R. Kirkpatrick
Bonnie G. Timko

Compensatory Education Staff

Arthur G. Carlson, Director
Evelynne C. Walker, Coordinator
Velma Bowser, Pre-school teacher
Bernice B. Brewer, Pre-school teacher
Ezra Mae Hickmon, Secretary
Silvina Charlesworth, Nurse

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THE PROBLEM

The Edison District is in the process of a long term cultural transition from people of Central European Ancestry to that of Negro and Mexican-American background. In earlier years, German, Italian, Russian, and Armenian descendants were dominant forces in the area. Intermixed were a few Oriental, Negro, and Mexican-American families. With the advent of World War II and its impact upon industrial, technological, and agricultural change the more affluent families of the area found it possible to move to the "other side of town." Their places were taken by immigrant families, most of whom are Mexican-American and Negro. The Edison District is also separated from mainstream Fresno by two manmade barriers, the Southern Pacific Railroad and U.S. Highway 99 and the downtown Fresno complex. There are no border guards or wire fences simply economic and cultural limitations which circumscribe the movement of the areas inhabitants within a depressed, low socio-economic area. However, during the mid 1960's there were many Mexican-Americans moving out of the Edison District and settling in the downtown low rental area.

Children living in the Edison District have problems similar to all children. They have the problem of growing up, of understanding, and appreciating the past accomplishments of their ethnic group, of getting along with their teachers, and their parents. These children also have the tough uphill battle of maintaining respectability and achieving some measure of success. Assurances which could come to youth from confident parents is lacking because parents themselves have frustrations or lack of understanding to cope with new patterns of living in the changing valley economy.

One of the major strengths within the Edison District is the degree to which some parents, both Negro and Mexican-American and lay groups are concerned with the problem of youth. Their concern and their willingness to cooperate lay a foundation for finding leadership for a way out of their situation. This leadership potential seeks direction, guidance, and support that will give it confidence and a sense of achievement.

NATIONALLY

The "big cities" throughout the United States are experiencing a change. There is a large influx of ethnic groups, which requires a certain amount of guidance and support, from each community if they are going to experience equal opportunity for all Americans. The downtown areas of these cities are rapidly becoming inhabited with ethnic groups that require low cost housing.

CALIFORNIA

California is the recipient of many ethnic groups from other states. Automation has had its effect on various groups moving from agricultural areas to the cities of California.

MAP DESCRIPTION OF PROJECT SCHOOLS AND IMMEDIATE AREA

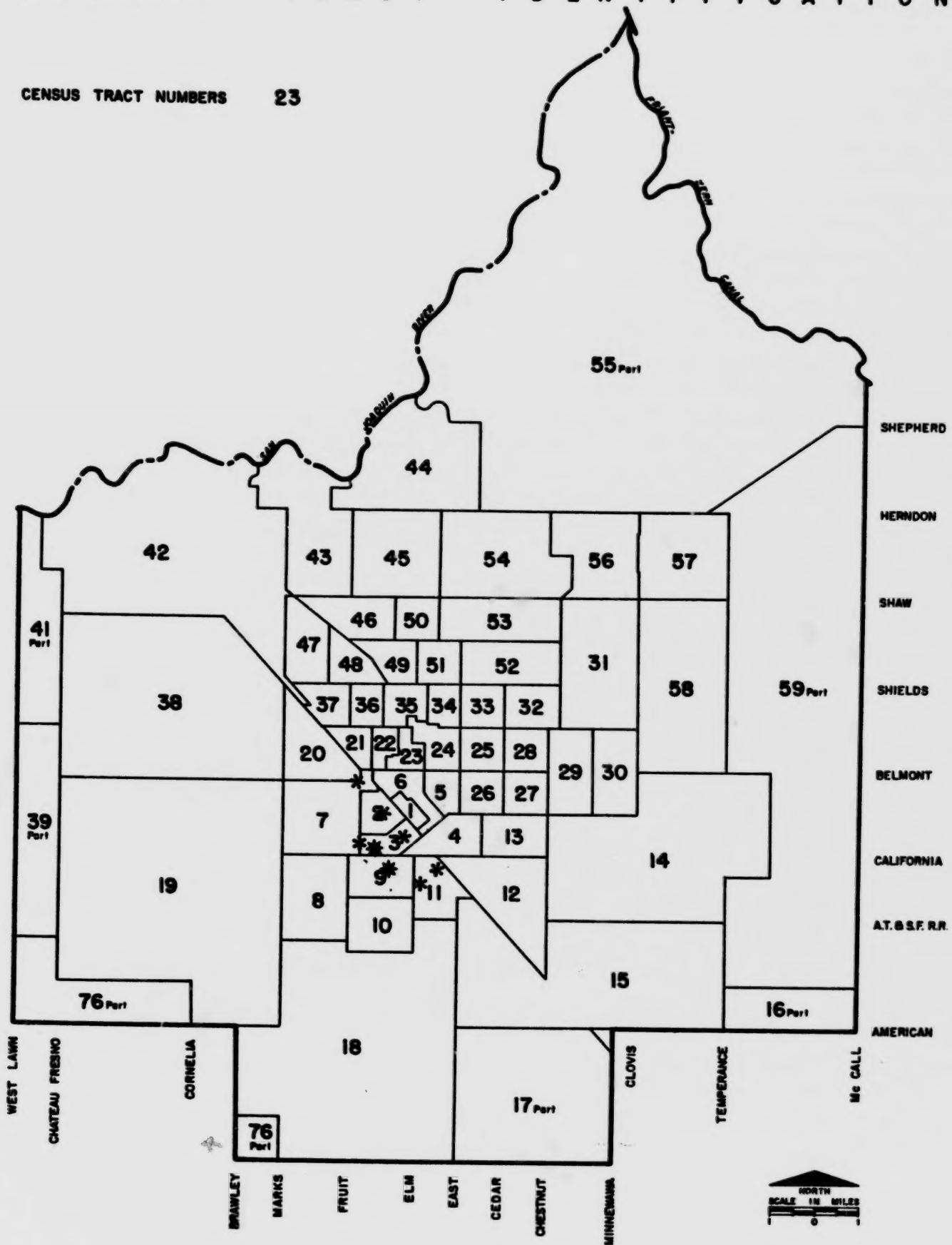
The following information and the map on the next page was taken from "A Profile of The Population and Housing In The Fresno-Clovis Metropolitan Area" *

Areas of lower value homes surround the downtown area and predominate in West Fresno. This condition also exists in the Metropolitan periphery, including Malaga, Highway City, Herndon, Pinedale, and East Clovis. Census Tract 9, as an example, had the highest proportion of families earning under \$3,000 in 1959 of any tract in the Fresno-Clovis Metropolitan Area (55.4%). This area is located south of California Avenue to Jensen and between Elm and Fruit Avenues. Census Tract 9 was also highest in the proportion of persons over 25 years of age who had not completed the eighth grade (54.5%), highest in the combined proportion of Negroes and white persons of Spanish surname (91.3%), second highest in the proportion of owner occupied homes with a value of less than \$5,000 (32.4%), highest in the combined proportion of persons employed as laborers, service workers, and private household workers (67.6%), and lowest in the proportion engaged in professional and managerial occupations (5.7%). Census Tract 9 was also second highest in the percent unemployed (17.2%), and fourth highest in the percent of married persons separated (11.3%).

* Neil C. Gustafson, "A Profile of the Population and Housing In the Fresno-Clovis Metropolitan Area," by the City and County of Fresno, California, Planning and Public Works Departments, February, 1964

C E N S U S T R A C T M A P I D E N T I F I C A T I O N

CENSUS TRACT NUMBERS 23



* * LOCATIONS OF COMPENSATORY PILOT SCHOOLS
IN CITY OF FRESNO CALIFORNIA

Within the area proposed for a breakthrough project were six elementary schools, one junior high school and one senior high school. The information obtained from the administration of both the junior high and senior high schools involved indicated the majority of children at all levels have low average I.Q., which is especially significant when equating the lack of cultural validity of such tests. Even more significant is the relatively weak holding power of the school in this area where an effective education is the greatest asset a resident could have.

Standardized tests in reading indicate that at the 5th grade level the median score in the six elementary schools are in the 50 percentile range, a lag of 30 percentile steps below the district median. The rate of progress from 4th to 5th grade, and from 5th to 6th grade compares favorably to progress made in these grades throughout the entire district as a whole. It follows then that these children enter junior high school still scoring at about the 40th percentile in reading and still running 13 months behind in reading achievement compared to other Fresno pupils ready to enter junior high school. Since these children show low average to slow learning ability on C.T.M.M. test scores, these low reading achievement scores can only mean that a conditioning process to perform below capacity has been going on for six or more years building frustration, apathy, and indifference toward schools and school programs.

OTHER COMPENSATORY PROGRAMS AND THE PROBLEM

The following are some projects of compensatory education ranging from preschool through senior high school:*

Arizona, Phoenix

"Career Clubs" formed for children from high dropout areas who show exceptional promise. Membership is an honor. Club in each elementary school consists of 25 students with one sponsor. Clubs in each high school consist of approximately 225 members and 5 faculty sponsors. Activities include tours, talks, cultural events, sporting events, parent and student counseling, and summer camps. Scholarship awards are granted at the junior and high school levels. Extensive public relations campaigns used.

Colorado, Denver

1) Preschool: 1 pilot school to improve language facility; 2) Elementary Schools: reading and arithmetic improvement program in 12 schools using team teaching and supplementary activities; orientation rooms in 4 schools with high family mobility, centered around reading and arithmetic with team teaching methods and improved student-teacher ratio, students limited to 15; and 7 summer reading centers meeting 3 ½ hours a day for 30 days; 3) High School: reading improvement program; vocational pilot programs related to job entry skills; a metropolitan youth education center for 16-24 year olds, including testing, counseling, and flexible job training; and a basic education program for 250 youth from 16-21 years of age; 4) Adults: basic literacy education for recent arrivals who desire to become citizens, and those desiring to improve their job opportunity; 9 programs in operation and 2 in process for vocational training and

* Inventory of Compensatory Education Projects 1965 - Prepared by Staff of "The Urban Child Center School of Education" - University of Chicago, Chicago, Illinois - Robert D. Hess, Ph.D. - Chairman

retraining of underemployed and unemployed under the MDTA; and a demonstration project for the job opportunity center, providing basic education for 20 weeks to 350 adults, also through MDTA funds.

Conneticut, New Haven

Special teacher selection; after-school and summer school programs; visits to community places; guest speakers; pupil and parental counseling and guidance; therapeutic techniques; revising instructional materials; audiovisual techniques and professional conferences,

Florida, Gainesville

Each student will receive 20 hours each of individual tutoring, on the basis of one hour a week, from undergraduate students. They will receive 5 hours each of consultation on health care from nursing students after physical examination by physicians. Both education and nursing students will be supported by consultation with educational psychologists, nurses, and child psychiatrists.

Indiana, Lake County

Educational assistance allowance to help students stay in school, tutoring, finding summer jobs or providing summer classes, parental counseling, social workers' visits to these homes.

Kansas, Topeka

Improved pupil-teacher ratio; importing teachers specially trained to deal with culturally deprived children; in-service workshops for teachers; purchase of special learning materials; study centers; reading projects for all levels; summer schools projects; employment of visiting nurse; and home economics teas for special classes.

*Ibid.

Kentucky, Berea

Appalachian Volunteers work in Eastern Kentucky's one- and two-room schools and the communities served by them; conduct programs of curriculum enrichment and remedial help for the children attending these schools. They give these children personal attention and breadth of knowledge which one teacher, no matter how competent, cannot hope to offer, especially when she must teach 4 to 8 grades at a time. As a complement to this effort, the Appalachian Volunteers are conducting a "Books for Appalachia" drive (with the cooperation of the National Congress of Parents and Teachers) to place a collection of 200-300 books in every one- and two-room school in Eastern Kentucky. Volunteers also work with the adults of these communities in cooperative projects of school renovation and community improvement.

Massachusetts, New Bedford

2 non-English classes for foreign elementary students; 4th grade under-achiever intensive training class; honors program at the junior high school; TV program, "Operation Alphabet," to increase literacy among foreign-born; evening high school; pupil personnel services for speech correction, remedial reading, counseling, psychological testing; summer-school program with enrichment and remedial classes to combat dropout problem.

Michigan, Detroit

Teacher workshops and extensive in-service workshops; teacher reinforcement devices (help with routine work, funds, etc.); parental involvement through adult education classes; summer school program; adding of additional staff to the project schools mainly for social work; involvement of many agencies in a coordinated program. Planning of construction

*Ibid.

for new junior high school and family center is underway in the present Eastern High School site.

Missouri- Kansas City

Study centers; after-school and summer-school programs; visits to community places of interest and visits to homes; pupil and parental counseling; library projects; public relations campaign; breakfast program for the children.

New Jersey, Trenton

Tutorial projects, team teaching, special workshops and in-service training for teachers; after-school classes for pupils and adults, some non-graded classes, new nursery school class; improved facilities around the school which lead to improved school spirit; more direct experiences for pupils and more chances for verbalization through field trips, etc.

New York, New York (One of several)

The program is a recognition of the broader needs of children who come to school with educational handicaps. The assignment of additional personnel planned to help children to learn with greater facility and to make teaching more effective. The basic departures of the schools have been in the areas of administrative organization, individual responsibility, and the intensification of efforts in areas related to the discovery of potential, early childhood education, remediation, enrichment and achievement. Implicit in all goals are those intangibles which improved self-concept, good work habits, leadership, creativity, enthusiasm, and higher aspirational levels.

*Ibid.

State of North Carolina

Plan calls for a three-team cooperating teacher group in 100 schools in 1964-65, 200 schools in 1965-66, and 300 schools in 1966-67, the last year of the proposal. Curriculum revision, new and improved methodologies, redeployment of staff, and reorganization of school day and year are encouraged in each laboratory setting.

Virginia, Norfolk

Remedial clinics; school honor assemblies; summer schools, after-school programs; pupil and parental guidance; civic aesthetic improvement groups; encouraging public schools to begin instituting programs for disadvantaged children; preschool nursery program.

Wyoming, Cheyenne

Special teacher selection; pupil counseling; classroom reorganization, better student-teacher ratio, revising of materials; audiovisual techniques; and professional conferences.

*Ibid.

There are certain common areas that all compensatory education programs have taken into consideration, such as:

- I. To provide adequate administration to carry out a compensatory education program
- II. To strengthen the remedial reading program in schools that are populated with "disadvantaged" students
- III. To add preschools that will start vocabulary training at an early age
- IV. To lower the pupil-teacher ratio
- V. To provide more library and audiovisual materials for the disadvantaged schools
- VI. To provide more home-school coordination
- VII. To provide curriculum development for disadvantaged students
- VIII. To strengthen the counseling program for elementary and secondary students
- IX. To provide guidance follow-up and psychological services
- X. To provide teacher aids and clerical aids for all compensatory schools
- XI. To augment the educational supplies in each compensatory school
- XII. To strengthen the health services by providing one nurse for each secondary school and one nurse for every two elementary schools
- XIII. To provide cultural enrichment in the form of field trips, more association with music and art,

special speakers, etc.

XIV. To provide inservice education

XV. To continue involving institutions of higher
learning in compensatory research

FRESNO'S COMPENSATORY PROGRAM

Goals

The objectives for Fresno's pilot McAteer Project were as follows:

- I. To develop a concentrated in-service program for teachers to help them understand the culturally diverse child and to improve methods of overcoming negative attitudes of the child, his parents, and the total community towards being culturally diverse
- II. To involve parents, teachers, and community groups in finding solutions to problems related to school adjustment, social adjustment, vocational counseling, dropouts, etc., through a citizens advisory committee
- III. To extend exciting sociopsychological services to assist students to reassess and improve their self-concepts (images of themselves)
- IV. To establish and maintain as part of the school program, a parent cooperative nursery school to:
 - a. To provide experiences for preschool children which would help them build vocabularies, improve speech patterns, teach them to get along with others and provide positive attitudes towards education
 - b. To provide parent education through participation, observation, and parent education classes in the nursery school setup
 - c. To create community awareness of the cultural,

physical, emotional and educational needs of preschool children

- V. To extend opportunities for cultural enrichment through school and parent sponsored activities, i.e., field trips, college concerts, visiting speakers, etc.
- VI. To provide adequate study hall facilities and supervision with reference materials and tutoring services in the evenings at locations readily accessible to students
- VII. To extend parent education to meet the specific needs of in-migrant parents of any cultural background to improve their understanding of:
 - a. Basic elementary school subjects
 - b. Community services
 - c. Child development
 - d. Cultural relationships
 - e. Educational and vocational aspirations and responsibilities
 - f. Locating, obtaining, and coordinating other sources of services which can contribute to the educational potential of their children
- VIII. To involve the Fresno State College by using student teachers and certificated personnel
- IX. To involve the many service organizations in the area

Background

Six elementary schools, one junior high school and one senior high school were selected for the program. These schools were

selected because they were in a three and one-half mile radius located in a low socioeconomic area.

Most of the homes in West Fresno are more than twenty year's old with a few modern homes costing between \$6,000 and \$12,000 built within the last few years. In addition, a low cost rental project houses 558 families. The socioeconomic status varies from families on welfare through those in professional classes. In many families both parents must work, some commuting many miles daily. The low cost housing and rentals have attracted many low income and welfare families who find it much cheaper to live here than in other parts of the city. Competition among Negroes and Mexicans for housing and more recently for jobs is a significant factor in causing friction and somewhat unstable relationships between these two major ethnic groups on the West Side. A few Caucasian families continue to reside in the older homes, generally these are the older inhabitants, youth move out to presumable better opportunities and living as soon as they can afford it. These older families still maintain some of the old customs and traditions of their forebearers, a fact which makes it doubly hard to involve Negroes in close contacts since skin color still provides an almost insurmountable barrier to full inclusion in community affairs.

The educator, "himself" is the most important part of this complex machinery. New machines, materials and techniques must be used in a valid manner. These teachers and administrators should be responsible to the following objectives:

- I. To conduct a preschool program involving parents

- II. To conduct parent education meetings
- III. To prepare and involve junior high school students in the preschool program
- IV. To conduct and attend inservice education meetings
- V. To have study centers in the elementary and secondary schools
- VI. To constructively use the help of Fresno State College personnel
- VII. To operate an evening counseling program at the senior high school
- VIII. To have a split session reading program, grades (1) through (6)
- IX. To have reading opportunity teachers in five elementary schools
- X. To conduct field trip programs in the eight pilot schools
- XI. To have an extended day program at second grade level
- XII. To have a Big Brother Program involving ninth grade students
- XIII. To foster Adult Education programs
- XIV. To experiment with the Inquiry Method at the Fresno State College Laboratory School
- XV. To use citizens of the community and P.T.A. as volunteers
- XVI. To identify health problems at the preschool level
- XVII. To have a non-graded English program at the senior high school
- XVIII. To have a course in "Negro Literature"

XIX. To have a linguistic course at the senior high school

XX. To foster the "sister" school idea

Evaluation

Many of the various areas of Fresno's comprehensive compensatory program will have both objective and subjective data.

- I. Preschool will have pre test and post test results
- II. Parent education will have comments by the participating parents
- III. Junior high students will have test scores to compare and relate
- IV. Inservice education is evaluated subjectively
- V. Study centers will be evaluated on teacher comments and improvement of student's classwork
- VI. Evening counseling program will have objective and subjective data
- VII. Split session reading will have historical data to use in comparison
- VIII. Reading opportunity program will be evaluated with control and experimental groups
- IX. Field trips will have evaluations made by students and teachers
- X. Extended day program will have pre test and post test data
- XI. Adult education program will have subjective data
- XII. Other areas of compensatory education that will be evaluated are:
 - A. Big Brother Program
 - B. Inquiry Method
 - C. Citizens used on advisory committee and as volunteers
 - D. Health services at the preschool

E. Non-graded English

F. Negro Literature

G. Linguistics

H. Sister Schools

Subjective and Objective Testing

Evaluating a comprehensive compensatory program requires the collection of much data. Many parent, teacher, and student statements will contribute information about a compensatory program. Control and experimental groups will contribute much objective data. The area that will change first when working with underachievers will not be the academic grade. Attitude, attendance, citizenship, and self image must change before the academic grade changes. Much emphasis has been placed on self-image, when evaluating the Fresno Compensatory Program. To expect that an underachiever's grades are going to change without first considering his citizenship has defeated many testing programs.

Basic Assumption, Procedures, Results, Conclusions and Examples

The following pages will give information related to the many areas of compensatory education in the Fresno City Schools McAteer Project.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION I

If children start school at the ages of three and four with the emphasis placed on improving their communication skills, one can expect improved vocabulary and the ability to follow directions.

PROCEDURE

A general meeting was called to explain registration forms, tuberculosis clearance slips and general administrative procedures.

A curriculum was planned to develop wholesome attitudes toward school, to acquaint the child with rewards of learning and to promote a satisfying self image. Learning to listen, story time, books, excursions, games, using letters, games using the child's name, and flannel board were incorporated into the curriculum.

Car pools were organized and parents and guardians participated with their child one morning each week.

Health education was taught by the nurse which included becoming familiar with school nurse, vision and hearing tests, and education in personal cleanliness.

RESULT

Much growth in personality of the youngster occurred with his experiences at the compensatory preschool. Other areas that improved were the preschool child's speaking voice, vocabulary, attention span increased, and his learning to enjoy associating with other children. The Fresno pre-school children were evaluated over a period of one year and

a half. The first group of graduates from the compensatory preschool, who are now in kindergarten, stuck out like healthy thumbs, when compared to their peers in kindergarten. The second group of children evaluated were those who were given a Peabody Picture Vocabulary Test at the beginning of the McAteer Project and again at the end of the McAteer Project. The results showed that nearly every child raised his I. Q. by ten to twenty points.

CONCLUSION

By providing a curriculum for preschool children that provides a broad vocabulary experience, evidence seems to show that preschool children with disadvantaged background can and will improve their scores on vocabulary tests.

ACTIVITIES

Example - Building number concepts is accomplished by using number games, having the child discover one block is longer than another and making the child aware of the weight of each block. Number concepts can also be built by having children arrange the number of chairs for storytelling and break time.

Example - Reading Readiness was developed by the following:

- A. Having children copy sounds or invent sounds that amuse them
- B. Having teacher use vivid and simple language when speaking to children
- C. Promote interest in good books by allowing the children to look at them
- D. Reading stories of interest to them each day

- E. Allowing them to read their favorite story to the group "in their own way"

Example - Vocabulary training will be accomplished by the following:

- A. Using the flannel board for telling stories
- B. Presenting characters of stories on flannel board
- C. Presenting child's name written in manuscript to help child recognize own name
- D. Presenting numbers, objects, colors, and shapes as games to build work vocabulary

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION II

If parents participate with their child in preschool and attend parent education meetings, there should be an improvement in the parent's understanding of the child's actions.

PROCEDURE

The parents participated in several pre-planning meetings before the preschool started its classes. After the preschool started, the parents participated one morning a week and one evening a week. The first hour of the evening meeting was used to discuss various problems of the morning preschool. The second hour was spent in relationship to child guidance, using professional help from the community to give talks.

RESULT

After having individual conferences with the parents at various times through the year, some results can be stated. The preschool has helped parents see the value of education for themselves and their children. The preschool has increased the parent's interest in understanding school procedures and teaching techniques. The preschool has helped the parent discover the specific needs and abilities of preschool children.

CONCLUSION

Parent education is essential if one is to obtain a close association with the learning environment, and to better understand the excitement and rewards of learning.

ACTIVITIES

Example - Informing the parents not to be disturbed if, during the first few weeks their child is:

- A. Shy in the group
- B. Wants to cling to you
- C. Cries a lot
- D. Hits a child in play
- E. Refuses to take or give turns
- F. Is irritable at home

Example - Parents help with the health inspection each morning. The parents are responsible for a certain group of children and remain available until each child has been admitted and inspected.

Example - Parents are given the responsibility of taking attendance and assisting children in finding lockers and putting on name bibs. The parents also help children to put toys away, assist at lavatory time, outside activities, nutritional break, clay table, painting easel and quiet time.

Example - Parents are elected to different offices which include president, vice-president, secretary and treasurer. Parliamentary procedure is followed at the evening parent education meetings.

Example - Reading of books on topics of child guidance is a part of the parent education program. Parents are responsible for book reports that are given at the evening meetings.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION III

If junior high school students are allowed to participate in a preschool located on the junior high school campus, there should be an improvement in citizenship and academic grades.

PROCEDURE

Two preschools were built on a junior high school campus. Boys and girls at the junior high school that were underachievers were selected to read stories, tell stories with the use of the flannel board, demonstrate stories with the use of puppets, and to improve their own speech with the use of the tape recorder. These seventh and eighth grade students were also taken on field trips throughout the metropolitan area of Fresno and throughout California.

RESULT

After comparing test scores and talking to parents, teachers, and administrators, it is valid to state the junior high school students did improve their grades, citizenship and attendance. There was a sincere feeling of wanting to participate in the preschool activities.

The coordinator of the junior high and preschool worked many afternoons after school on a voluntary basis, with junior high school students. It is the feeling of the Compensatory Education Program in Fresno, that these children do benefit from their involvement in preschool activities.

CONCLUSION

A compensatory program should include the preschool

on the junior high campus so that the older students can obtain various benefits from participation in the preschool. It is also concluded that preschools that are located at elementary schools can involve the uppergrade children to help in play activities, reading stories, and field trips.

Example - Appropriate stories were selected by the preschool teachers. Junior High School students prepared their choice of the stories selected under the guidance of the program coordinator. Reading together and using the tape recorder to check results proved the most popular methods of preparation.

Example - Bulletin boards were designed and constructed by junior high school students under the direction of the program coordinator and preschool teachers. The junior high students gave assistance in carrying out art activities with the preschool students, such as, preparing clay, mixing of paints, and cutting of paper.

Example - Discussions on proper supervision during preschool work and play periods were conducted with the junior high students emphasizing the behavioral patterns of the different age groups.

Example - Puppets were made and used in telling stories to preschool children. The coordinator of the program and a person from the community worked with the junior high students on a voluntary basis after school.

Example - Junior high school students participating in the preschool program took part in field trips designed to acquaint them with local professional and business activities and to familiarize them with points of interest in surrounding areas. Discussions following field trips brought out important points as well as encouraged the child to think of himself as a part of the overall community.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION IV

If inservice teacher education is conducted in disadvantaged areas, a better understanding of the culturally disadvantaged student's problems will result.

PROCEDURE

Participating personnel to help with inservice meetings were:

- A. Coordinator of Compensatory Education Program
- B. Chairman, Graduate School of Social Work at the Fresno State College
- C. Department of Education - staff member, University of California, Berkeley Campus
- D. Executive Secretary, Commission on Equal Employment Opportunity for Teachers
- E. Assistant Superintendent of Secondary Education, Fresno City Unified School District
- F. Member, Fresno City Unified School District Board of Education
- G. Teacher representatives from each participating school

Meetings were conducted involving the faculties of the eight schools. Meetings were conducted by the compensatory staff to give information on field trips and general background information to teacher representatives from each school in the project. Faculty meetings were also conducted with guest speakers on the Mexican American.

RESULT

The inservice training meetings completed during the

McAteer Project achieved the overall objective only in part. The identification of specific school problems was accomplished; the development of positive attitudes and approaches to the existing problems remains as a goal. Representative teachers from the project schools related much information about the Negro and Mexican American to their faculties. This information was received at various meetings conducted by the coordinator of the project. Teachers and Compensatory Education staff members attending any out-of-district meetings made reports on their reactions and findings to the Compensatory Education Citizens and Technical Advisory Committee, and to interested faculty groups. Several excellent reports were made and many benefited by the teachers' individual experiences.

CONCLUSION

Through inservice training, educators in the compensatory schools are able to receive current information on problems that are common to many school districts that are located in disadvantaged areas. Evidence from inservice education meetings supports the fact that teachers are constantly looking for and using new techniques and materials for disadvantaged students.

ACTIVITIES

Example - The chairman of the Graduate School of Social Work at Fresno State College spoke to the faculties of the project schools. His topic was "Compensation, Culture, and Commitment." Post-meeting sessions with school teacher representatives were conducted for the

purpose of distributing material prepared by the speaker for use in discussion groups in individual schools.

Example - Group leaders met with their individual school discussion groups to review the digest resulting from the inter-school discussion groups. Teachers were encouraged to submit suggestions for solutions to the problems identified. These suggestions were sent to the compensatory coordinator to be used in preparation for the final meeting of the series.

Example - Reading workshops were conducted by the Principal of the Franklin Elementary School. A series of meetings were conducted for first and second grade teachers, providing material and information concerning its use. The materials were prepared for the six project elementary schools under the direction of the school principal.

Example - Meetings were conducted in the compensatory office on Negro History, field trips, and the Mexican American. Teacher representatives were thoroughly orientated on the information before taking it back to their respective faculties.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION V

If study centers are provided in two secondary schools and six elementary schools, it is assumed that students will have a place to study and to improve their citizenship and academic grades.

PROCEDURE

A questionnaire was circulated to the students at the senior high school. The question asked was, in which subjects would the students like extra help outside of the classroom. The students replied that they needed help in mathematics, history, English, and science. Teachers that were teaching these subjects were placed in the study centers in the junior high school and the senior high school. The elementary and junior high schools conducted their study centers in the afternoon. The senior high school conducted their study center in the afternoon and evening. All of the study centers were on a voluntary basis except the Carver Elementary School which had selected reading classes after school. Sociology students from the Fresno State College were invited to help in the secondary study centers. Drama students from Fresno State College put on various parts of plays in the after school study centers. Many of the elementary study center students were taken to the downtown library once a week.

RESULT

Study centers provide a resource place for students to finish homework assignments. The students that did

participate in the Senior High School study center did improve their academic grades. After talking with the teachers of students that were attending the study centers regularly, it was evident that the students had made improvements in English, U. S. History, general business, and typing. One boy improved his geography from D to B, and his Spanish from D to A. Five of the top fifteen seniors were in regular attendance in the "jazz room." This provided a first opportunity for many of the other students to work with these superior students as they would not come into contact with them in the classroom. Group work and study was predominant. The attitude of the students was extremely enthusiastic.

CONCLUSION

Students develop a better attitude toward school and improve their academic grades if they attend a study center regularly.

ACTIVITIES

Example- Notices of the study center times and places were placed in the local paper, school daily bulletin, and in the elementary schools, notices went home with report cards. Constant advertising was necessary to keep the attendance up.

Example - Elementary study centers were organized in the all-purpose rooms with a library center, geography center, math center, reading center, arts and crafts and a listening post center.

Example - A jazz room for music appreciation and a typing room to finish school assignments, along with the library for resource materials was provided at the senior high level.

Example - Field trips were taken by the students that had good attendance in the after school study centers in the elementary schools. These trips were taken to the Fresno County Free Library.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION VI

If students , student C.T.A. and faculty of the Fresno State College can be constructively involved in compensatory education, the area of preservice and inservice education, research, and development of new techniques and materials can be expanded.

PROCEDURE

Students from Fresno State College have participated in the elementary and secondary study centers. Bus tours were arranged for students who were interested in teaching in the compensatory schools, to visit the project schools. Communication was carried on between the compensatory office and the head of the education department to foster more student teacher participation in the Edison District. Extension courses were offered teachers to learn more about the disadvantaged child at two locations. The Inquiry Method was practiced at the College Laboratory School using disadvantaged youngsters and middle class youngsters in the experiment. Volunteer student help has been organized and is being used at the elementary level.

A reading consultant from the college reading center was hired to develop various reading programs and to involve parents.

RESULT

The compensatory project has received many benefits by having the college participate in the program. The greatest benefit has been the interest that has developed

on campus to do something in compensatory education. The students are beginning to think seriously of doing their future teaching in compensatory schools. The extension courses on the "Disadvantaged Child" served as a very important part of inservice education for the teachers and administrators in the Edison District. Student volunteers have provided much help in the study centers and in the reading groups.

CONCLUSION

A compensatory education program must provide for the involvement of institutions of higher learning in research, preservice, and inservice education of teachers and the development of new techniques and materials for disadvantaged areas. Colleges and universities will play a major role in developing the compensatory programs in the future.

ACTIVITIES

Example - Students from a sociology class were paid \$1.50 per hr. to work in secondary study centers. The students received experience and background in a situation that gave them much insight on the disadvantaged student.

Example - A group of tutors from the college work with students on a one to one basis in a language arts program.

Example - Bus tours were conducted for five days in the various schools. Students had an opportunity to

visit the preschools, primary grades, upper grades, junior high and senior high schools. The students talked with the principals, teachers, and students of these schools.

Example - A reading specialist from the college organized an after-school language arts program and involved the parents in the planning and implementation of the program.

Example - Disadvantaged students were transported to the College Laboratory School every Wednesday afternoon to participate in the "Inquiry Method." Transportation was provided by the members of the Fresno Breakfast Lions Club.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION VII

If an Evening Counseling Program is conducted at the senior high school involving parents of ninth and tenth grade students, a strong school-home relationship should develop.

PROCEDURE

Six counselors were chosen to counsel parents and students on Tuesday and Thursday evenings. An initial letter was sent to the parents explaining that they would be expected to come to the school. Transportation was provided for those parents who were unable to provide their own transportation. Home calls were made where parents were unable to leave their homes. Telephone calls and follow-up letters were sent to remind parents of their scheduled meetings. The evening counselors were able to help the daytime counselors with the pre-registration of students. Meetings were held every month with the principal of the school, daytime and evening counselors, director of guidance and the director of compensatory education.

RESULT

Parents were counseled about the potential of their son or daughter in relationship to their future. Parents became aware that they were there at school for guidance reasons and not disciplinary reasons. Many parents were not aware of the adult school, which was in the same building, and the end result of many of the conferences

was placing the parent in reading and writing classes. The individual conferences with parents developed a very positive relationship between home and school. Attitudes of the parents and students did change as a result of the evening counseling. Much information was given to the daytime counselor so that he could have more effectively do his job.

CONCLUSION

If conferences are arranged with parents of senior high school students on a guidance basis, it can be concluded that a stronger home-school relationship will result.

MATERIALS

Example - Parents were contacted by telephone and were notified of the time and place of the conference. If there was no phone in the home the parent was reached by mail through the compensatory office. If transportation was needed the counselor would help to provide it. If the parent could not leave his home the counselor would make a home visit.

Example - Individual case folders were maintained by the evening counselor for all students and parents of the ninth and tenth grade students. The number of letters sent, number of phone calls made and all other contacts were kept on each family.

Example - Evening counselors also worked with the parents of those students that were on academic

probation. The parent became very much aware of the problem and gave the school much cooperation.

Example - Evening counselors also pre registered two-hundred-seventy-five juniors. All preregistration took place with the parent and student both in attendance.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION VIII

If grades 1-6 are placed on split session, it could be expected that by providing more reading time along with a smaller group, the student would benefit in his language arts program.

PROCEDURE

The split session reading program was tried in grades one through six as a pilot project. Half of the classes came at eight-thirty in the morning and went home at two-thirty. The other half of the class came at nine-thirty and went home at three-thirty. This enabled the teacher to teach reading to a smaller number of pupils for one hour in the morning and one hour in the afternoon. This program served 3,800 children in six elementary schools. The teacher was the key to the success of the reading program. The Elementary Superintendent, Secondary Superintendent, Director of Instruction, and the Director of Compensatory Education set up a schedule to speak to all the elementary and secondary schools. This approach was one that improved communication between administration and the faculties. Junior teachers from the fifth and sixth grades proved very beneficial in helping to reinforce reading skills that have previously been introduced by the teacher. The Principal of the Franklin Elementary School helped the Compensatory Education Program by conducting workshops in reading materials for the primary grades. The materials were supplied through

compensatory education and the primary teachers made word lists, flashers, word games and stories. The teachers took the materials they made in the workshops back to their respective rooms and they and their junior teacher put them to good use.

RESULT

After evaluating the split session reading program with the administrator and teachers the following reasons were given favoring the split session reading program:

- A. Opportunity for more individual instruction
- B. More homogeneous grouping
- C. Small groups can be worked with more easily
- D. No interruption from children in other groups needing help
- E. Much more opportunity for enrichment and discussion of material
- F. Opportunity for more rapid individual advancement
- G. Children have the opportunity to develop confidence within their own group
- H. Split session allows more oral participation
- I. Gives more time for supplementary reading and reading projects
- J. Because of the split session, I have the use of a junior teacher

The following were reasons that were given by teachers and administrators not favoring the split session reading program:

- A. Not able to give individual help to remedial group

that left school at 2:30 p.m.

- B. Children are listless and tired by the end of the day and do not put forth their best efforts in reading
- C. Parents of large families dislike having to get children ready for school twice every day
- D. Children loitering before and after school
- E. Don't like putting in an extra half hour every day, especially without compensation.
- F. Some children come late and interrupt the class, however, almost always the same children would be late anyway.
- G. Takes time for preparation in the morning

Most of the schools felt that the good points overshadowed the bad points of the split session. Historical data was used to compare against the classes that were receiving split session reading. Sixth grade classes graduating this year were tested with the California Reading Test and the results compared with previous sixth grade classes. There was a slight increase in comprehension and all scores were higher than the immediate past year.

CONCLUSION

Split session reading programs provided for small reading groups. It also provided better attitudes towards learning. Students grew in citizenship with academic achievement coming at a later date.

MATERIALS

Example - Provided enrichment for a small group of students in the afternoon. This was accomplished by using various materials and taking students on field trips.

Example - It provided a morning period for junior teachers to work with the primary students. Word lists, flashers, and word games were used

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION IX

Children who are normal or above average potential, but who are underachieving in reading, will show increment in reading skills by being given special instruction.

PROCEDURE *

A. Experimental

- a. Students were screened through tests CTMM and CAT in grades two and three to determine reading grade levels, strengths, and weaknesses; the following formula was used, as found in Bond and Tinker, Reading Difficulties; Their Diagnosis and Correction:

$$\begin{array}{rcccl} \text{Years in} & & \text{Intelligence} & & \\ \text{School} & \times & \text{quotient} & + 1 = & \text{Expected} \\ & & & & \text{Performance} \end{array}$$

- b. On basis of comparison of the expected performance with the observed performance, subjects were selected: ie. Performance lower than expectancy.

(Carver)

- c. There were three classes, two of which were Second Graders who have ability and are just on the border-line as to developing reading problems; and one class of Third Graders who have ability and are developing reading problems; and one class of Third Graders who have ability and are developing reading problems that are impairing their progress.

(Kirk)

The same as the above excepting Kirk had one class of Second Graders and Two groups of Third Graders.

*Dr. John E. Martin, A Pilot Study, Reading Adjustment Teacher, (May 18, 1965)

B. CONTROL

1. Subjects in the control groups were matched with experimental subjects, intelligence scores and reading achievement test scores.
2. Control subjects were taken from the same classrooms as the experimental subjects.

II. SCHEDULE

- (Carver)
- A. The Reading Adjustment Teacher held special reading classes from 9:40 a.m. to 11:40 a.m. on Monday, Wednesday, and Friday of each week. These classes were given concentrated work in reading supplementing the regular classroom reading program. Special reading class from 9:40 to 11:40 on Tuesday and
- (Kirk)
- Thursday of each week. Conference with parents and teachers on each Thursday afternoon from 1:00 p.m. to 3:00 p.m.
1. There were thrity-five minute classes with seven minute breaks scheduled as follows:

MWF 9:40-10:15 - Third Grade (4 boys - 4 girls)

7 minute break (Carver)

MWF 10:22-10:57 - Second Grade (2 boys-5 girls)

7 minute break

MWF 11:04-11:39 - Second Grade(4 boys -4 girls)
 2. Subjects attended first class meeting on November 16, 1964
 3. A total of forty-eight class meetings at 35 minutes each grade to twenty-eight hours per pupil

- (Kirk)
1. There were thirty-five minute classes with seven minutes break scheduled as follows:
 - T-Th 9:40-10:15-Second Grade (3 girls-3 boys)
7 minute break
 - T-Th 10:22-10:57-Third Grade (1 girl-5 boys)
7 minute break
 - T-Th 11:04-11:39-Third Grade (2 girls-4 boys)
 2. Subjects attended first class meeting on
December 8, 1964
 3. A total of forty class meetings at thirty-five minutes each equals 23 hours and 20 minutes per pupil
- B. Physical arrangements were made in the Nurse's Room at Carver School until further space was available by completion of the new wing, These classes were then moved to the library located in the auditorium, Kirk School classes were held on the stage in the auditorium,
1. Mechanical arrangements for these classes include:
 - a. The separation of grades Two and Three
 - b. Classes grouped as nearly homogeneous as possible
 - c. Class size did not exceed ten. Class size varied from five to nine
 - d. Classes were free from discipline problem children
 - e. A major effort was made to communicate with

parents whose children were involved in the study by:

1. Parent orientation on January 13, 1965, attended by Dr. John Martin of FSC, Mr. William Gillen, Principal of Carver School and Mrs. Daisy Rae Mims, Reading Adjustment Teacher. Fourteen out of a total of twenty-three parents attended the meeting.
 2. Letters were sent home (regarding our class and meeting dates)
 3. Telephone calls made to each parent (inviting each parent to conferences, thanking parents for coming, conferences discussing the child and his welfare or reading problem)
 4. Individual Conference special arrangements were made for those who couldn't come during specified time
- C. Total formal conferences scheduled were three. A number of informal telephone conferences were made to parents
- D. Individual treatment of reading problems for each student was handled within the group by individual attention
- E. An interest inventory was given at the beginning of the class in the form of a check list. The children showed a great interest in reading

according to the inventory (although the responses to the questions were probably not true responses)*

The students at the Franklin and Columbia schools received help from a reading opportunity teacher and were tested with pretests and posttests.

On October 1, 1964, plans began for a Pupil Adjustment Program at the Columbia Elementary School in Fresno, California. The Principal, Quinter Liskey, and Laura Carrothers, Specialist for the Compensatory Education Program, discussed the help that could be given some of the children. This help would be in the form of an academic and a counseling nature, and it would be extended to children who seemed to be in need of help beyond that which the classroom teacher would be able to give. In other words, this adjustment work would be done in an effort to combat potential dropouts and to increase the holding power of the schools.

A decision was made to prepare a questionnaire to aid the faculty in recommending children for the Adjustment Classes. Following this proposal, children were listed and cumulative records were checked. From this list, a number of children were chosen to begin the special help classes.

Of the 54 names submitted, 34 children ranging in grades from second through sixth began the Adjustment Classes on October 20, 1964.

RESULTS

The overall reading program proved to be very worthwhile

*Ibid.

in that the pupils became interested in reading both inside and outside of class. The interest and enthusiasm was delightfully evident. Many of the students took books home and planned book reports without being told to do so. The students definitely showed an increment in their reading skills through daily lessons. The experimental group made a meaningful mean increment using C.A.T., 1957 Norms when compared with the control group in vocabulary and comprehension.

CONCLUSION

The classroom teachers stated that the reading program had been quite effective and instrumental in:

- A. Promoting social adjustment
- B. Motivating the child's interest in reading
- C. Creating a positive attitude toward reading and other subjects
- D. Aiding the child in his reading progress
- E. Providing a readily observable increase in reading skills
- F. Fostering approved study habits
- G. Creating a greater interest in all subjects

MATERIALS

Example - Materials were used from the Instructional Materials Center of the city schools, Geography Workbook Supply Specialists and the individual school supply room.

The teacher made the following educational games:

- A. Word game

- B. Treasure Hunt
- C. Speed Word Game
- D. Building Sentences
- E. Small Chalkboards

Example - Commercial Instruction Materials were used as follows:

- A. Phonetic Word Drill Cards and Games
- B. Alphabet flash cards
- C. Linguistic Block Series
- D. Dolch Basic Sign Vocabulary
- E. Sequence and Picture Games
- F. Magic Cards and Classification - opposites - sequences
- G. Phonetic Word Chart
- H. SRA - Reading Laboratory (primary)
- I. Workbooks (consummable)
- J. Library Books (ungraded)
- K. Reader's Digest
- L. Dictionaries
- M. Filmstrips
- N. Tape recorder
- O. Phonics Records and experience charts

Example - Recreational Type Materials were used as follows:

- A. Leisure time reading of library books
- B. Dramatizing stories and plays
- C. Reading to the class
- D. Walks around the school followed by discussion, writing and an art activity(Winter and spring signs)

E. Resource speakers - African students from FSC -
movies taken, speakers and pupils, questions and
answers were recorded

F. Trip to the Zoo (Animals of Africa)

Example - Since the students had difficulty in oral
language skills it was decided to place the emphasis
on the following:

- A. Discussing
- B. Story Telling
- C. Reporting
- D. Explaining
- E. Listening to stories
- F. Games requiring self expression

Example - Oral reading and storytelling was done by
the teacher. This gave the students a chance to
hear good language pronunciation and good stories:

Example - Visual aids such as pictures, film strips
and motion pictures were used.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION X

By providing field trips for students in disadvantaged areas, it could be assumed that their knowledge of their surroundings and self-image would be increased.

PROCEDURE

Field trip guidelines were drawn up and followed by teachers and administrators. It was suggested that the teacher go to the place to be visited before the date of the trip. Specific plans were made as to how the students were to participate as follows:

- A. What are the students to see, what experiences are they to have, and how will these be evaluated?
- B. Can the whole class participate or can only a limited number profit from the trip?
- C. Are there safety precautions that must be taken or are there danger areas of which students must be forewarned?
- D. How many areas or points are to be visited and how long are the students to stay at each station?
- E. How will the students be accommodated?
 1. One large group?
 2. Small groups?
 3. Individually?
- F. Will breaks be required and where are facilities located to meet physical needs?

- G. How will discipline be maintained and what supervision will be required?
- H. What days and hours are available for the excursion? (Several should be considered so that the most fitting time can be selected).
- I. What is the best route and means to get the students to the point of interest?

Each school in the project had a field trip budget. All field trips were arranged through the compensatory office. Buses from the Fresno City Municipal Bus Lines were used on week days and school buses were used on weekends. Volunteers were also used when cars were needed for a specific trip. The volunteer group was especially effective. Speakers were brought into the schools also which was very effective in raising the self-image of the students. Each trip was evaluated by the teacher and his participating students and a report sent to the compensatory education office.

RESULT

Field trips proved to be the motivating factor in several units. Field trips were taken to the following areas:

- 1) State Colleges, 2) Museums, 3) University of California, and many other areas.

Field trips gave many youngsters the opportunity to see new exciting places. Field trips stimulated reading that was necessary to make the trip meaningful. Field trips did raise the self-image and goals of the participating students. Field trips stimulated students at the senior high school to become interested in

the University of California at Berkeley, and the Fresno State College.

CONCLUSION

Field trips contribute to the cultural background of students and also raises the educational goals of students.

MATERIALS

Example - Field trips were taken by the preschool children to the Fresno County Free Library to become acquainted with the storytelling hour.

Example - Field trips were taken to various plays by the senior high school students to give them a better and more meaningful background for their English courses.

Example - Field trips were taken to the costal areas to make students aware of the type of life that is going on outside of the San Joaquin Valley.

Example - Field trips were taken to missions to gain information for the Fourth Grade Study of Early California.

Example - Field trips were taken to the State College Farm to make the farm unit more meaningful in the primary grades.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION XI

If primary students are given the opportunity to have a language arts program after the regular school day, it could be assumed that there would be improvement in citizenship and in the academic grades.

PROCEDURE

Students in the second grade at the Teilman Elementary School had an extended day of forty minutes each day. Milk and a small snack was given to the students before they started on their extended day. The program was set up as follows:

- A. A comparison of reading increment was made between the experimental and control from the fall of 1964 until the spring of 1965
- B. An experimental group used an extended day to provide experiences conducive to language development, such as: field trips, pictures (slides and motion pictures), a language experience approach to teaching reading, tape recorders, and some kinesthetic approaches.
- C. The control group was given the approach normally followed in the school selected.
- D. The following testing instruments were employed in this study:
 1. CAT (Reading) pre and post test. (Pre in October, and an alternative form in May)
 2. CTMM

E. A small number of school parents were involved for these purposes:

1. Explaining the purposes of this study
2. Getting their reactions, suggestions, and an interpretation of what the role of the school is; essentially, that these rules have much in common
3. This nucleus became a steering committee for the project

RESULT

The evaluation of the reading growth of the subjects in the experiment versus a matched control group was primarily statistical in nature. This does not mean, however, that the informal assessment of the teachers involved should not be given weight. A comparison of mean increments between the experimental and the control groups and converting these data into "t" scores was the statistical approach employed. The pertinent data as yielded by the pre-test and the post-test on the CAT did not show any significant data change between the experimental and the control group.

CONCLUSION

The hypothesis was not supported by the data. It should be noted that while significance was found in only one area, this does not mean that the program was of little value. The small size of samples in this study tends to skew data. It is believed that the Extended Day Program is deserving of at least another year's study. The mechanics of initiating a new program often tends to deter maximum results.

MATERIALS

Example - The students participating in the Extended Day Program were given a ten-minute recess at the end of the regular school day. The students were allowed to engage in free-play under the supervision of the teacher. At the end of the recess the children were given a one third quart carton of milk to drink.

Example - Kinesthetic activities were used to help students become more aware of the things around them. The "smell box" was used which contained many odors chosen from household spices and toiletries, such as, sage, peanut butter, tooth paste, vanilla, cinnamon, ginger, toilet water, nutmeg, and rubbing alcohol. Comments from the children were: "It smells like something in a cake." "My mother puts it in pie." "It smells pretty." "It smells sweet."

A "feel box" was used containing objects of different textures such as, felt, velvet, leather, sandpaper, cotton, hair, wire scratcher, and satin.

A "taste box" was used containing salt, sugar, vinegar, orange juice, and lemon juice.

Example - Different items were placed on a table which included a spoon, spatula, fork, knife, pencil, eraser, scissors, etc. The items were covered and the children were asked to name the items (no more than four) placed on the table.

Example - Part of a picture was shown to the students,

and then the students were asked to tell what they thought the picture was about.

Example - The students baked a cake. The objective of these activity was:

- A. To teach the uses of the kitchen utensils
- B. To teach the two types of ingredients
- C. To teach the children the importance of following directions
- D. To teach the names of ingredients used
- E. To let the children have the experience of using the kitchen utensils
- F. To let the children have the experience of baking and frosting a cake

Example - Trips that were taken are as follows:

- A. Danish Creamery
- B. Henry Ford Museum
- C. Library - Every two weeks from October 29, 1964 to June 3, 1965
- D. Fresno State College Farm
- E. Fresno Arts Center
- F. Roeding Park Zoo

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION XII

If probable dropouts at the ninth grade could have a "Big Brother," it could be expected that there would be a change in attitude by the student towards school.

PROCEDURE

The "Big Brother Program" was sponsored by the Citizens Advisory Committee. The program was initiated with the following steps:

- A. Time was spent screening these students with potential by the counselors at Edison High and the Director of C.E.P.
- B. After a number of students had been selected, each was assigned to a citizen
- C. The citizen called Edison to get information on the student's background and then proceeded to make a home call
- D. A home call of this type was made to:
 - a. Establish a relationship with the family and student
 - b. Establish a plan as to how the citizen could meet with this student to start the "Big Brother Program"
 - c. Examples for citizens to use were: trips to the mountains, visit in their home, sporting events, Church and a Sunday dinner, a drive around the community, employment office,

State College, telephone call, and the sharing of the citizen's hobbies.

RESULT

The Big Brother Program included sixteen citizens that worked with students. The citizens agreed that this program was beneficial on a one to one basis. The citizens reported that the students were taking more of an interest in themselves. The citizens reported that the student needed someone who took an interest in him and showed him that someone cared. The citizens reported that the students improved in their grooming. All of the citizens agreed that it was a beneficial program and should be spread over a longer period of time with many more citizens involved.

CONCLUSION

It can be concluded that these underachievers that were at the ninth grade level, can achieve if someone gives them a helping hand and demonstrate that "someone cares" about them and their future.

MATERIALS

Example - A student was taken to a citizens home on weekends to experience a different family relationship. The student also learned how to drive a car with the citizen as a teacher.

Example - A few elementary students were included in the Big Brother Program the second year and this seemed to prove beneficial. The students enjoyed going to their Big Brother's home and playing with children in that particular neighborhood.

Example - A student became a regular caller on one citizen's home in the evening. The student was included in the evening homework lessons that were taught by the father of the household. Both the student and the Big Brother benefited by this experience.

Example - A student that seemed to have a very difficult time grooming herself was taken to the beauty parlor every week along with her "Big Sister."

Example - All of the students along with their "Big Brothers" attended a large downtown church together.

Example - Nearly all the students were given help with their homework by their Big Brother. They were also given direction about their future education and aspirations.

ASSUMPTION XIII

If adults in the Edison District attended adult night school to learn reading and writing, it could be assumed that by-products would develop that would benefit the home and the children in the home.

PROCEDURE

The Compensatory Education Citizens Advisory Committee, at one of its meetings, brought up a motion to have Adult Education at the Edison High School. The Adult Education Director was invited to speak to the citizens group about the various possibilities. This meeting seemed to set the stage for an eighth grade education program, typing, book-keeping, and piano. Two-hundred persons showed up to register for classes on October 1, 1964. By the beginning of the spring semester 1965, five-hundred persons had enrolled in courses. This was a tribute to the Adult Education Department, because of the quality of administration and the quality of the teachers hired, the adults learned and enjoyed their classes.

RESULT

During the month of May, 1965, several forms were given to parents and teachers in the elementary schools to complete. The one-hundred twenty-five parents that were sampled enjoyed adult education. There was also a definite relationship between a parent going to night school and progress of his son or daughter in the elementary school. The son or daughter of the adult going to night school

improved his citizenship and general attitude toward elementary school as a result of his mother or father going to adult evening classes.

CONCLUSION

It can be concluded that the adult and the entire family benefits from Adult Education.

MATERIALS

Example - All classes were grouped according to the ability of each student. There were classes for adults who were beginning to read and there were classes for adults who were finishing up their work for an eighth grade certificate.

Example - Classes for the foreign born were provided for a cross-section of adult students.

Example - Classes in Typing I and II, and bookkeeping were provided.

Example - Classes in piano were provided, which many of the adult students enjoyed taking.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION XIV

If environmentally disadvantaged students are placed with middle-class students, will the disadvantaged students be able to learn from a discovery-method approach called the Inquiry Training method.

PROCEDURE *

Half of the demonstration group of twenty children were fifth grade Fresno State College Laboratory School children. The other half were children attending Lincoln Elementary School in the Fresno City Schools Compensatory Education Program. The Lincoln School, because of its location, is adjudged to be attended by environmentally disadvantaged children. Ethnic backgrounds were represented by selection of five Negro and five Mexican American children. Children in both the disadvantaged and the non-disadvantaged groups spanned a normal range of intelligence. The measuring instrument used was the STEP (Educational Testing Services) Science Achievement Test for grades 4-6. All children were pretested with Form 4-A and posttested with Form 4-B of this test. It may be noted that the test deals with several areas of science whereas the problems raised in the Inquiry Training sessions were all in the area of Physical Science.

* Dr. George E. Avery, Assistant Professor of Education, Fresno State College, Fresno, California - A Preliminary Study of the Participation of Environmentally Disadvantaged Children in Inquiry Training - (May 1965)

RESULT

The test results showed that the disadvantaged group gained in their raw scores on the tests. Every one of the disadvantaged students gained. The mean increment of the disadvantaged group was 7.4. The non-disadvantaged group had higher raw scores on Form 4-A than the disadvantaged group, but they did not make a significant increment. They had a mean increment of .6.

CONCLUSION

It can be concluded that a group that is disadvantaged will improve their raw scores significantly when enrolled in a class, which uses the Inquiry Training method.

MATERIALS

Example - Films were used which were in the area of science. Methods that have been developed and researched by J. Richard Suchman, Director of Illinois Studies in Inquiry Training, University of Illinois, were used.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION XV

Citizens to work on various committees can provide a valuable service for a Compensatory Education Program.

PROCEDURE

The Citizens Advisory Committee was formed to help direct and provide information for the Compensatory Education Program. The committee was made up of citizens from the Edison District, representatives from the Fresno State College, representatives from the Fresno City Council of Parents and Teachers, principals, teacher representatives, and technical advisors, such as, the director of guidance, director of adult education, director of personnel, etc. The citizens were selected from members of the P.T.A. and from a list of responsible leaders in the community.

A "kick off" dinner was held at the Irwin Junior High School for the Citizens Advisory Committee in November 1963. During the dinner-meeting the general committee was divided into three sub committees. These committees were: 1) the preschool adult committee, 2) the elementary committee, and 3) the secondary committee. These sub committees had weekly meetings and met every month as a general committee. The committee gave much valuable information to the director of compensatory education and certainly it is highly recommended that all compensatory programs have a citizens advisory committee.

Volunteers were used in the areas of field trips, office work, and helping in the classroom. City Council of P.T.A. arranged for many of the volunteers to visit the schools. After their visitation the volunteers completed applications and were assigned to schools. Another group of citizens that were initially organized by a local school board member was effective in helping with field trips. They used their individual cars and provided a very meaningful means of transportation for two-hundred and twenty-five students.

RESULTS

Citizens that have teaching credentials were used in the elementary reading classes and in the secondary English classes. Citizens were used in preparation of materials for the teachers. Citizens that were skilled in typing and office procedure were used in the school offices where there were many tasks to be completed. Citizen volunteers were used to help with field trips. This provided the compensatory office with knowledge on how to use volunteers. From this knowledge, the compensatory office will be able to use teacher aids more effectively.

CONCLUSION

It may be concluded that citizens with teaching credentials and certain skills are a valuable source of help to a compensatory program.

MATERIALS

Example - Citizens were used at the senior high school in the language laboratory. Help was given on an individual basis using the language master, word games,

and the tape recorder using the Ruth Golden Tapes.

Example - Citizens were used at the Columbia Elementary School to help with the preparation of materials for teachers.

Example - Citizens were used at the elementary level to give help to reading groups in the primary grades.

Example - Citizens were used to transport students from the Lincoln Elementary School to the Fresno State College Farm.

Example - Citizens were used to help organize the Compensatory Education Program. The committee was broken down into the following: 1) Adult education and preschool, 2) Elementary, and 3) Secondary.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION XVI

If additional Health Services was provided at the pre-school level, many health problems could be identified at an early age.

PROCEDURE

A nurse serving three elementary schools in the Edison District was assigned to include the preschool program on the Irwin Junior High School campus. The participating parents and children in the preschool compensatory education program were from different backgrounds. Information was given to parents to improve the health of their children and the community in which they live. For these reasons, particular emphasis was placed upon the development and implementation of a comprehensive health program. The purposes of the Health Service Program were as follows:

- A. Health supervision
- B. Formation of procedures for the control of communicable disease in compliance with health department regulations
- C. Health education of preschool children and parents
- D. Early identification and counseling concerning possible correction of physical defects
- E. Environmental supervision

Evening meetings with parents, community groups, and school personnel were held in order to implement the offerings of compensatory education. Areas covered by health services included purposes, methods, and evaluation as stated above.

RESULT

All children in the first class who would be entering kindergarten in the Fall of 1964 were given a vision and hearing test and a dental check by the nurse. Of the children enrolled during this brief period, fifteen referrals were given for health deviations, (medical, dental, vision and hearing). Follow-up of these children revealed that they are now under professional care or have definite appointments to correct the deficiency. The close working relationship of the teachers, nurse, parents, and the utilization of community resources, made this possible. All of the children were given eye, vision and dental examinations during the second year of operation. Some health education for the parent to use in the home was given at the parent education meetings. This is the area in which a fulltime nurse is needed to counsel parents and to provide a follow-through in the home.

CONCLUSION

When a limited amount of Health Services were provided the preschools, problems were identified and corrected. This area seems to be a critical area because unless the child is well, from a health standpoint, his absence will curtail the program of preschool. It must also be concluded that the early identification of health problems is very important in solving educational problems that might occur at a later date.

MATERIALS

Example - A Marfan's Syndrome was identified by nurse and teacher observation. The child had a combination

of health and mental defects. Treatment was given by a private physician and then the child was referred to crippled children's services for extended help.

Example - Hearing tests were given by trained personnel with the use of an audiometer. All of the children received this test and two of the forty-five children were hard of hearing.

Example - Eye tests using the Snelling method, along with very close observation were given to all of the preschool children.

Example - A problem in orthopedics was referred to a physician. A follow-up was done on the child and corrective shoes helped to remedy the situation.

Example - Many of the children had bad teeth, which was noted after a dental inspection. Referrals were made with the parent taking the child to a family dentist. Many of the parents did not have a family dentist and this procedure provided that they obtain a family dentist.

Example - Ringworm and other kinds of allergies were discovered and treated from a health education standpoint.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION XVII

If tenth, eleventh, and twelfth grade students are placed in a non-graded English situation, it could be expected that the students would be placed in classes that were at the level of his ability.

PROCEDURE *

Few people any longer contend that there is an inherent inferiority among members of minority races. It follows then that the failure of the Edison High School students to equal the efforts of their counterparts in other Fresno high schools must be due to other factors -- factors which were unique to them. These factors can be categorized in the following areas;

- A. Many of the students live on a low socio-economic level
- B. Many of the students live in an environment of cultural poverty
- C. Many of the students have dialectical problems

In planning the non-graded program, the English Department was guided by the following discernible special needs:

- A. The student needed help in motivation
- B. The student needed help in overcoming the verbal deprivation from which he has frequently suffered

*A Non-Graded Program in English - Developed by Marion F. Bue and the English Department of the Thomas A. Edison High School - January 1965

- C. The student needed help in overcoming the dialectical problems which are a part of his background
- D. The student needed help in improving his "self-image"
- E. The student needed help in developing perceptual skills, both visual and auditory
- F. The student needed help in organization through a highly structured program, particularly if he is in need of remedial work
- G. The student needed help in understanding the true relationship between the student and the school as represented by the teacher
- H. The student needed help in basic manual skills

The first step in organizing the non-graded program was to classify the students in some way other than the traditional grade-level method. The word "phase" was chosen because of its implications of a temporary state. Four phases of the program were agreed upon to make the administration of the program easier. After completion of the classification, all students in Phases III and IV were arbitrarily placed in remedial classes which were designed to correct as many of their deficiencies as possible. One important aspect of the non-graded program was that no student was confined to one phase of the program throughout his high school years. As soon as he demonstrated that he could do the work of the phase to which he had been assigned, he would be allowed to "move up."

Ibid.

RESULT

The non-graded English program at the Edison High School did not get started until the spring semester of 1965.

Because of this it is not valid to state that the program is a success or not a success. However, it should be stated that the principal and the teachers are very well pleased with it and are planning on expanding the program.

The school has established a language laboratory for the approximately 250 students of Phase III. This room has been divided into three areas - - an area for composition and related activities, a semi-permanent classroom area, and an area devoted to speech activities. Two teachers are on duty in the laboratory during each period of the day. The class numbers thirty to thirty-five students.

The Turner-Livingston Reading Series is used as a basic textbook for this section of Phase III.

CONCLUSION

It can be concluded that from all indications of the non-graded English program, students will make gains in self-concepts and academically.

MATERIALS

Example - The Language Master - The Language Master is an electronic teaching machine which is being used to teach phonics, sentence patterns, vocabulary development, reading skills, and auditory retention. Although the laboratory does not have enough machines to allow each

student sufficient time to develop these skills, an experiment being conducted during the lunch hour with four students who are allowed adequate time, has shown very encouraging results. It is hoped that this program can be greatly enlarged next year.

Example - The Ruth Golden Tapes - This is a series of fourteen tapes developed by Ruth Golden of the Detroit Public Schools. The tapes were made by Mrs. Golden as part of a special project to aid students in urban schools which was sponsored by the Ford Foundation. Some of these tapes are very useful at Edison High School. Others are not relevant to the particular problems encountered.

Example - Oral Phonics Drill - At the beginning of each period, all of the students in the laboratory meet for a few minutes of oral phonics drill. This definitely seems to have resulted in improved speech in some of the students and in an increased awareness of pronunciation on the part of others. It is hoped that the increased understanding of phonics will also result in the development of reading skill. At the end of the semester each student will be retested to evaluate this.

Example - Oral Reading of Plays - Because of the flexibility of the room arrangement, it has been possible to group the class so that all students can participate

simultaneously in the oral reading of plays. This has seemed to be both profitable and interesting.

Example - The Overhead Projector - The laboratory has been experimenting with the teaching of spelling through the use of the overhead projector. The results this far have been encouraging. The students seem to learn more rapidly and with greater interest.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION XVIII

If a course in Negro Literature is provided, much information about the background of the Negro Race can be learned, and eventually be interwoven into the curriculum.

PROCEDURE *

The basic functions of the class, as well as the realms of activity, included the following:

- A. A consideration of the overall history and development of the Negro in America from a philosophical and historical view
- B. A study of the literature to point out the social, cultural, and philosophical condition of the Negro as a minority group within the American culture
- C. A focus structured around these questions and the answers they seem to precipitate:
 - 1. Who am I?
 - 2. How did I get here?
 - 3. Where am I going?
 - 4. What is my purpose?

Because American Negro Literature is partly an expression of these questions and a search for the answers, it is, like much literature, a preoccupation with two vital areas: a search for self-identity and a quest for personal liberty.

* American Negro Literature Course at the Edison High School -
Developed by Joan T. Silveira - 1965

The goals of the course were these:

- A. To familiarize the students of all racial groups with the wealth of literature that has been written in this area
- B. To make the students aware of the cultural distinctions which have produced the American Negro of today
- C. To provide the students with some of the tools necessary to study other literature, of other people, and of other years
- D. To utilize the literature of the Negro as a springboard for extensive critical thinking and writing by the students
- E. To help students to understand literature, like history, is an expression of a people and that in order to really understand a people, we must understand their literature. Because the course was an English course, it emphasized writing and reading skills, vocabulary build-up, interpretative skills, as well as a study of the literature itself.

RESULT

The students responded to the Negro Literature course very enthusiastically. There were more than enough students for the course and many students had to be turned down. It is too early to objectively evaluate the course as it started February 1, 1965, but students are motivated and are making very good grades in the course. Some of these students have not done as well, academically, in other courses they have

taken in the high school curriculum.

CONCLUSION

It can be concluded that there is a high degree of interest in Negro Literature and motivation to learn seems to be natural in the Negro as well as other races.

MATERIALS

Example - The class studied three divisions of American Negro Literature:

- A. Negroes writing about Negroes
- B. Negroes writing about society in general, not specifically and/or exclusively about Negroes
- C. Non-Negroes writing about Negroes

Example - The class studied poetry, some drama, fiction, and non-fiction. Some of the writers who were studied in these areas are as follows:

A. Poetry

Langston Hughes

James Weldon Johnson

Paul Laurence Dunbar

Arna Bontemps

Gwendolyn Bennett

Elizabeth Bishop

Richard Wright

B. Short Story

Arna Bontemps

Richard Wright

Short Story cont'd

Langston Hughes

C. Novel

Ralph Ellison

Richard Wright

Gordon Parks

James Baldwin

John Williams

D. Essay

Alain Locke

James Baldwin

Saunders Redding

E. Autobiography

James Weldon Johnson

F. Drama

Lorraine Hansberry

James Baldwin

Langston Hughes

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION XIX

If a linguistics course provides a scientific investigation of the English language, the students should gain in their knowledge of the language.

PROCEDURE

This course has taken an altogether new look at much of the traditional material of English grammar classes. It begins with an introductory section which deals with such topics as:

- A. Grammaticality
- B. Dialect and levels of usage
- C. Language change

The new concept of this approach is the study of English grammar emphasizing word groupings of all kinds and their effect on other words or groups of words. The goal of the course was to give the students a better and deeper grasp of the workings of the English language. The student begins to become aware of the complexities of even the simplest utterances.

RESULT

In Linguistics - Phase I - Text: English Sentences, by Paul Roberts, 1962 edition, it can be stated that the course has been a success. The students have responded well and they seem satisfied with what they are learning. In Linguistics - Phase II, the course was not entirely successful. The students found the preliminary exercises so simple that they paid little attention to them. When they

were asked to form a generalization about the topic under consideration, they could not do it because of their lack of attention to the simple groundwork they were asked to do.

CONCLUSION

It can be concluded that a linguistics course is very beneficial for students. A course of this type is especially helpful to students who have dialectical and grammatical problems.

MATERIALS

Example - The exercises in the text were much more creative than those in traditional grammar books. There was no crossing out or underlining. The student was often asked to compose sentences of a certain pattern. The student was called upon to rewrite sentences to attain very specific effects.

Example - The student received intensive training in expository writing. He was given an essay test every week. These were graded according to the ordinary norms for good writing.

Example - Students were called upon to work with the overhead projector in front of the class.

Example - In Phase II, most of the exercises that the student was called upon to do were creative in the sense that he was asked to build his own sentence according to patterns that he had been studying.

Example - The student was given a weekly essay examination. A unit was taught on preparing for and writing the essay answer.

FRESNO CITY SCHOOLS COMPENSATORY EDUCATION PILOT PROJECT

ASSUMPTION XX

If a school in a disadvantaged area has a "sister school" in an entirely different area of a city, a healthy exchange of ideas and programs should develop.

PROCEDURE

Although the idea of "Sister Schools" originated in the Compensatory Education Office, the schools involved have been allowed to develop the program on their own time to fit their own needs. Every Edison District elementary school had a sister school whose participation was entirely voluntary. The following explains the procedure that was followed by Columbia and Baird Elementary Schools. Arrangements were made by the two school principals and their respective Parent Teacher Association to have exchange assemblies. Baird School went to the Edison District accompanied by seven parents and thirty-eight Baird students and put on an assembly. The Columbia student body was courteous and enthusiastic and promised to take their talent show to Baird School. This was completed during the Spring of 1964. More exchange assemblies followed during the following year, along with book sales.

RESULT

The importance of the "Sister Schools" was not, however, entirely from a Parent Teacher Association angle, although this has been a most successful method for Columbia and Baird parents to work together. The real significance lies in the fact that few people in the Baird community have an

opportunity to meet Negroes on a social basis, and many of the children have had no chance to play with or talk to a Negro child.

CONCLUSION

It can be concluded that the relationship that has existed between "Sister Schools" benefits both schools. Exchanging ideas and experiences is a meaningful way to become better acquainted.

MATERIALS

Example - A talent show was put on by the Baird School for Columbia Elementary School which was enjoyed by both school groups.

Example - A talent show was put on in the Baird School by the Columbia School.

Example - Books have been supplied by the Baird School for Columbia which has helped in the reading program.

Example - One person has been assigned by the PTA of each school to be chairman of a compensatory committee.

SUMMARY OF CONCLUSIONS

The Fresno City Schools Compensatory Education Program has completed two years of experimentation under the McAteer Act. Many positive and some negative facts have been found. Teachers, administrators, and citizens have been directly and indirectly involved in trying to accomplish goals that were set up at the beginning of the program.

The main goal of the entire Fresno City Schools program was to have Junior High School students participate in a preschool. This was supposed to raise the level of aspiration of both the three and four year old child and the seventh and eighth grade student.

From this initial idea many other ideas expanded and can be concluded as follows:

- I. Data which has been collected to date seems to support the idea of preschool. More subjective than objective data has been collected because of the short duration of the project. It will be much more meaningful to follow the students that have had preschool through the elementary grades to see if they were truly helped.
- II. Programs must be conducted in the area of parent education especially at the preschool level. Health services and how to create a better home environment is an important part of a compensatory program using school-home coordinators.
- III. Junior High School students do benefit by their

- participation in the preschool. Every effort should be made by the staff of the junior high school and the staff of the preschool to expand this program.
- IV. Inservice education meetings are essential to the development of sound instructional programs in disadvantaged areas.
- V. After school study centers, on a voluntary basis, provide help for students. Programs at the secondary schools are very beneficial.
- VI. It is essential that institutions of higher learning be used to promote research, preservice and inservice education, new techniques and materials for the disadvantaged.
- VII. Individual and group counseling is essential to a compensatory program. The counseling should be expanded to include both daytime and evening sessions which would include the parents and students.
- VIII. More time and emphasis must be placed on reading in the primary grades. This can be accomplished with reading opportunity teachers placed in each compensatory elementary school and split session reading program.
- IX. Field trips are essential to a compensatory program, to improve the self-image of the student and to raise his educational sights.
- X. Citizens of the total community have an opportunity to give a potential ninth grade dropout a helping

hand by acting as a Big Brother or Big Sister.

- XI. A compensatory program must constantly keep the parent informed of Adult Education that is available to him.
- XII. It is essential that a compensatory program has an effective health services program.
- XIII. To constantly look for new methods and materials to work more effectively with disadvantaged students.
- XIV. Courses in the culture and background of various ethnic groups must be offered throughout the curriculum.
- XV. Auxiliary agencies in the community, such as, county health department, welfare department, private agencies - Pacific Gas & Electric Co., and Bell Telephone and Telegraph should continue to work on an expanded program of compensatory education.
- XVI. More clerical workers are needed in compensatory education schools that have additional programs.
- XVII. More resource persons are required at the compensatory office in the areas of new materials and techniques and field trips.
- XVIII. Pupil teacher ratio should be considered when making up a compensatory budget
- XIX. Teacher aids can be used to reduce the teacher load in each compensatory school
- XX. Release time should be provided for teachers who

can work in research and develop new techniques
and materials for the disadvantaged

- XXI. Outside speakers and persons that can relate
themselves to the disadvantaged should be made
available at assemblies and faculty meetings.
- XXII. Compensatory schools should have an adequate
supply budget to effectively administer the program

APPENDIX

INTRODUCTION

The following appendix will have general statements regarding operation of various phases of the Fresno City Compensatory Program.

Many of the statements by parents and statements by pupils which reflect a change in attitude will be stated.

The areas that will be reported are:

- I. Parent participation in the preschool
- II. Non-Graded English at Edison High School
- III. Reading Opportunity teacher in the Elementary schools
- IV. Extended Day program in the Teilman Elementary School
- V. Evening Counseling at Edison High School
- VI. Grooming Course for girls at Edison High School
- VII. Adult Education survey

This entire report is classified as a narrative report.

Another objective evaluation report which lists the results of control and experimental groups, pre-tests and post-tests results, ethnic breakdown of pilot project and budget breakdown is available through the Fresno City Schools Compensatory Office, by request.

PARENT PARTICIPATION IN PRESCHOOL

One of the most important areas of the Compensatory Program was Parent Education. The preschool teachers and nurse conducted thirty-four parent teacher conferences at the end of the first year and completed about the same number of conferences at the end of the second year. These conferences were in the evening or at one o'clock in the afternoon.

Many parents were confused as to what to expect from a parent teacher conference, but were pleased with the individual attention. Some of the parents made the following statements:

- I. "I enjoy coming here so much, I regret that I won't be able to come next year because my last child will be going to kindergarten next year. If it is at all possible, maybe I can come some days when you need help. I have learned a lot about handling children and appreciate the things that children do."
- II. One morning in school a mother said, "Oh, now I like to come to the preschool, the time passes so fast. It is time to go home already."
- III. "My children love to come so I have to get out of bed and bring them."
- IV. "I never realized that he was bored at home, I just thought he was bad. Maybe I should listen to him more; give him more to do."
- V. "I am bringing him to better his education so that when he goes to school it won't be so hard for him."
- VI. "I'm hoping it will benefit my child when she goes to kindergarten."

- VII. "It helps them; Lawrence did not even want me to go with him. He did not need anyone to assist him home."

The goals for parent conferences and parent education were:

- I. Helping parents see the value of education for themselves and their children.
- II. Increasing the parent's interest in and understanding of school procedures and teaching techniques
- III. Recognition of constructive and creative activities for children
- IV. Discovery of the specific needs and abilities of preschool children
- V. Developing skills for the home guidance of children
- VI. Personal growth

NON-GRADED ENGLISH PROGRAM

To make language arts more meaningful to the tenth, eleventh, and twelfth grade students, a non-graded English program has been tried during the spring semester of 1965. The program at the Edison High School has four phases with more students in Phases I and II and with less students in Phases III and IV.

A language laboratory was developed by placing a partition in the center of a large testing room. New rugs were donated by citizens and service clubs for the floors. Language Master Machines were purchased by the district along with additional books and word games. Ruth Golden Tapes were also purchased and used extensively. This language laboratory is a credit to Marion Bue, English teacher, and the principal of the Edison High School, John Solo. Only Phase III students use this room. The school plans to build and equip two more rooms in the same manner for the 1965-66 school year.

The following page will show an example of the scheduling of the non-graded program utilizing the present teaching personnel of the Thomas A. Edison High School (Grades 10-12)

AN EXAMPLE OF THE SCHEDULING OF THE NON-GRADED PROGRAM UTILIZING THE PRESENT TEACHING PERSONNEL OF THE EDISON HIGH SCHOOL (GRADES 10-12)

Periods →	1	2	3	4	5	6	7	8
Phase I	American Negro Literature I	Drama and Novel I	Advanced Comp. I	Poetry and Short Story I	Humanities I		English Literature	Linguistics I
Phase II	Drama and Novel	Int. Comp.	Poetry and Short Story	American Literature	Int. Comp.	Basic Speech	Linguistics II	Poetry and Short Story
Phase III	Language Lab. (Speech)	Senior Grammar Review I and II	American Negro Literature II		Basic Speech			
Phase IV	Language Lab. (Comp.)	Language Lab. (Comp.)	Language Lab. (Comp.)	Language Lab. (Comp.)		Language Lab. (Comp.)	Language Lab. (Comp.)	Language Lab. (Comp.)
	Phase IV				Phase IV		Phase IV	Phase IV

The electives offered in conjunction with this program--Forensics, Stagecraft, and Drama I and II--are not shown on this schedule.

OPPORTUNITY READING TEACHERS

The results of the experimental group over the control group revealed that a reading opportunity teacher can improve the language arts program in a school.

In regard to the pros and cons of the program, the following are the strengths and weaknesses.

I. Strengths

- A. Gives child an opportunity to receive individual help in reading
- B. Gives the child a higher opinion of himself and his capabilities
- C. Because of class size, the program sets a more relaxed climate for learning
- D. Provides for a shift in emphasis from reading mechanics to content
- E. Develops an appreciation of reading for a purpose
- F. Develops an ability to express themselves in oral and written language
- G. Provides the opportunity for a better personal adjustment to the total school situation
- H. Aids in the development of interest in leisure reading

II. Weaknesses

- A. Classroom teacher's daily schedule was disrupted
- B. Lack of adequate facilities including a permanent room

C. Shortness of class periods

D. Lack of daily attendance

In assessing the concern of the parents in regards to their child's academic achievements it can be stated that the parents did show a positive reaction to what was being done. The parents showed a favorable reaction in that they discussed the child's school progress and problems with those directly concerned. Their response at meetings also gave the indication of their awareness and understanding of their children's academic problems. The children were also given extra help at home in reading library books, magazines and newspapers. The individual attention that the children have received in the reading adjustment class and at home has given the children an individual worth and a feeling of accomplishment.

Suggestions for parents:

- A. It is suggested that a conscientious effort be made to control viewing of television and reading of books encouraged
- B. Be sure that the child has a place to study free from distractions
- C. Take child to library to select materials. Materials should be within the interest and ability of his reading skill
- D. Be interested in child's reading and give help whenever requested, be cautious not to use reading as a punishment
- E. If child does not know a word tell him the word and give him praise as often as possible

- F. Try to avoid comparing his progress with other family members and friends
- G. Read to your child, at least fifteen minutes everyday

EVENING COUNSELING AT EDISON HIGH SCHOOL

The evening counseling program provided direct counseling services to 204 families involving both parent and student. The counselors also preregistered 275 eleventh grade students with their parent present at the preregistration conference.

As a result of the contacts made with the community in the Edison High School District the following recommendations were made:

- I. Continue evening counseling primarily to reach and involve parents who cannot come to the school in the day time
- II. Have additional staff to concentrate on individual needs of the students with problems at school
- III. The need for counselors in the area of "home-school coordinators"
- IV. The need for counselors in the elementary schools - attempt to detect possible dropouts in primary grades
- V. Improve vocational training to better serve high school students
- VI. More occupational training for youth and adults who have completed or dropped out of high school to enter the labor market
- VII. An ongoing research program to ascertain up-to-date labor market information for workers and employers of the Fresno area

VIII. The multiple problems present in these families almost certainly will work against optimum educational achievement by their children. Clearly, a continuing effort to identify and help these children and parents to achieve is indicated

GOOD GROOMING COURSE FOR GIRLS AT EDISON HIGH SCHOOL

One of the most popular courses taken by thirty senior girls was a course in good grooming.

A citizen of the community and the girls counselor outlined the course. The girls met once a week during the evening and covered the following areas:

- I. Job interview was outlined by a successful vice-president of a local insurance and loan association
- II. Hair grooming was demonstrated by a beautician
- III. Nails and hands - stressing neatness and cleanliness was discussed by a beautician
- IV. Wardrobe planning for the working girl was discussed by a homemaking teacher
- V. Two films were shown on good grooming
- VI. Grooming in regard to the image a girl makes on her future employer when applying for a job was discussed by the Director of Home Economics for the Fresno City Schools
- VII. Department of Employment had a representative talk on:
1) interview, 2) the application blank, and 3) tests that are given when seeking a job
- VIII. The girls dressed for a social affair that might be held at the office or in a home
- IX. The girls had a test night which was an evaluation of what they had learned

The good grooming test was as follows: Can you pass the following test?

- _____ Are you absolutely confident that you are personally neat and clean (daily bath plus deodorant)?
- _____ Are your clothes clean, pressed, with no trace of perspiration odor?
- _____ Are you neatly dressed in clothes suitable for work (or school)?
- _____ Is your hair clean, arranged becomingly, with no clips in evidence?
- _____ Does your smile reveal clean teeth in good repair?
- _____ Do your hands help your poise—are they well groomed, nails clean and well shaped?
- _____ Is your makeup neatly applied and suitable for work (or school)?
- _____ Is your posture good, head high, and tummy pulled in?

If your score is 84 or above, you're well on your way to being an attractive person. Keep it up!

ADULT EDUCATION PROGRAM AT THE EDISON HIGH SCHOOL

Two-hundred (200) adults started classes at the Edison High School on October 1, 1964. Over the past year, 500 adults enrolled in classes to receive academic training ranging from beginning reading to learning about the Constitution of the United States.

It is assumed that when a mother, father or guardian goes to school there is a positive reflection on the children in the home.

One-hundred-twenty-five (125) adults that had children in the compensatory elementary schools were interviewed by the evening counselors at the Edison High School. The reason for the interview was to ask the adult what his impression was of the adult classes and to see if there was any relationship between his going to school and the citizenship and academic achievement of his child in elementary school. A questionnaire was given to the elementary teacher to complete which had questions as follows: 1) How is the student's citizenship this year compared to last year? 2) How much help and direction does the student receive from his parents to aid him in his classwork?

The results showed significance in the following areas:

- I. All of the parents stated that they enjoyed their adult teachers and appreciated the opportunity to go to school
- II. Two-thirds of the students in the elementary schools that had parents going to adult school revealed one of the following:
 - A. Good citizenship

B. Working towards better grades

C. Some contact had been made with the teacher at least once during the school year by parent or guardian

D. Homework was completed when sent home

III. Parents did try to help their children with their school work and representative comments were: "The children are proud of me now that I'm going to school - I can help them with their work because I can understand what they are doing."

"We help each other - we give each other spelling tests." (Had daughter in 5th grade - same as his night school class)

"My children help me check my work for night class and I try to help them - we're going through some of the same things."

IV. One-third of the students revealed one of the following:

A. Limited help given from parent or guardian to the child

B. Student's citizenship needed to improve

C. No parent-elementary teacher relationship

SUMMARY STATEMENT

The Fresno City Unified School District has considered it a real privilege to have been selected as one of the twenty-four pilot McAteer Projects.

The original idea was to have a preschool on a junior high school campus involving the junior high students in the preschool. This was done through the efforts of the coordinator of compensatory Education. From this small plan, a very comprehensive compensatory program resulted which included six elementary schools and two secondary schools.

The compensatory experience that has been gained from the past two years has influenced the thinking of the Fresno City Schools.

Whenever state and federal monies are available the Fresno Compensatory Program will expand into more elementary and secondary schools with a comprehensive approach.